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ABSTRACT

Developed as part of a reexamination of the mission and goals of community services and continuing education, this paper reviews the history of the National Council on Community Services and Continuing Education (NCCSCE), presents the conceptual framework within which the Council developed its 1988 policy statement, provides the statement itself, and offers recommendations for advancing community services/continuing education on a national level. The first section describes the creation of the NCCSCE in January 1969, and efforts made in the past three years to reexamine the Council's role and assess the current and future position of community services/continuing education within the two-year college mission. The next section discusses the programmatic and fiscal status of community services and continuing education, drawing from a 1987 national survey of presidents and administrators. Next, an overview is provided of demographic trends, technological issues, and economic concerns influencing the future direction of the field. The NCCSCE's policy statement is presented next, stressing that the Council "advocates a new scenario that asserts that community services and continuing education (A) be defined in terms of the approach to education necessary to enter the information age of the 21st Century, (B) be a major distinct institutional function, and (C) be provided a stable funding base." Next, recommendations for advancing these goals are directed toward the American Association of Community and Junior Colleges (AACJC), policy makers, two-year colleges, community services/continuing education professionals, and the NCCSCE. The AACJC's policy statement on "Community Services and Continuing Education" and a survey instrument soliciting strategies for policy implementation are attached. (JMC)

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A Policy Statement of the National Council on Community Services and Continuing Education

The Continuing Mission and Future Role of Community Services and Continuing Education in Community, Technical, and Junior Colleges

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July 1988

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NATIONAL COUNCIL ON COMMUNITY SERVICES AND CONTINUING EDUCATION POLICY STATEMENT

Prologue to Policy

Foundation of the National Council on Community Services and Continuing Education

In January 1969, the *Community Services Forum*, a monthly newsletter to begin the dissemination of "information and opinion on community services emanating from our junior college," was introduced to two-year college administrators. The newsletter, an American Association of Junior Colleges (AAJC) project in community services (1968-69) funded by the W. K. Kellogg Foundation, focused special attention on the community services mission of community and junior colleges and was one of several publications on the topic to appear that year. The newsletter project was a direct outgrowth of an earlier funded report by Ervin L. Harlacher (1969), *The Community Dimension of the Community College*. The AACJC project had several objectives:

- establishment of a national advisory committee,
- establishment of a consultant service to assist colleges in community services program development,
- sponsorship of regional and national conferences and workshops for community services personnel,
- participation in cooperative activities with universities and other community services leadership training programs,
- provision of an information clearinghouse function, and
- publication of a newsletter and other materials of use to the junior college field.

A special issue of the *Forum* in May 1969 announced the formation of a community services council. The Kellogg project had become the incubator for the National Council on Community Services for community and junior colleges and had established the Council's affiliation with the American Association of Community and Junior Colleges. The Council began with 224 charter members committed to the development of community-oriented programming and to the improvement of communications among community services professionals. W. K. Kellogg Foundation funding made possible the beginning of this communication through four working papers published in 1968 and 1969. The monograph, *Community Services in the Community College*, by Gunder A. Myran was also published in 1969.

In 1971, the Council assumed the funding and publication of its own journal, *The Community Services Catalyst*. In 1972, AACJC reorganized its structure and the National Council on Community Services (NCCS) became one of its operating councils. The Council changed its name in 1975 to the National Council on Community Services and Continuing Education (NCCSCE) to more adequately reflect its role in adult education, lifelong learning, and the rapidly expanding role of continuing education.

Presently, with membership of over 1,000, the Council goals have expanded from those of its founding leaders:

- to provide a unified voice for community college administrators to speak to federal, state, and local officials, to leaders of other educational organizations, and to the general public relative to the importance and scope of community services and continuing education in community, technical, and junior colleges;
- to foster institution-wide commitment to community services and continuing education on the part of community, technical, and junior college staffs; and
- to encourage the growth of community services and continuing education as a response to the lifelong learning needs of all citizens (NCCSCE Membership Brochure, 1988-89).

The Council is a member of the Coalition of Adult Education Organizations (CAEO) and is a cosponsor of National Adult and Continuing Education Week, The Truman Lectures to honor Community College Month, and the national adult literacy program, Project Plus.

Organizational Renewal

As the Council approaches the 20th anniversary of its founding, both retrospection and renewal have emerged as organizational needs. To meet the former, the Council recently established its archives at the library of the Virginia Polytechnic Institute and State University in Blacksburg, Virginia. To meet the latter, a process of renewal that challenges every aspect of the organization and its field of practice has been taking place. Now is the time to reexamine the Council's role and the mission and goals of community services and continuing education in light of 20 years of change, the advent of a new decade, and our readiness to enter a new century.

The reexamination process began during the summer of 1986 when a national study was conducted by the Council to gather suggestions for improving the impact of community services and continuing education within community, technical, and junior colleges. The findings reinforced three basic needs: (a) the need for more and better public relations, marketing, and general awareness of community services and continuing education programs; (b) the need to maintain and enhance the high quality of programs; and (c) the need for better financial and political support within colleges and with state legislators and policymakers.

In October 1986, the findings were reported to the general membership at the Council's annual meeting and conference in Toronto, Ontario, Canada. At that same meeting, the general membership participated in an organization futures planning workshop. The results of this workshop provided recommendations for organizational management and drew attention to three major issues: (a) institutional and state funding for community services and continuing education, (b) collaboration and consortia with other organizations, and (c) assessment of the relationship of NCCSCE with the AACJC.

In May 1987, a second national study was undertaken to ascertain the current status and to determine the appropriate future role of community services. The two major findings of this study were (a) that the status of community services and continuing education had increased substantially between 1982 and 1987 in terms of prominence and impact, and (b) that threats exist to the continued expansion of the community services and continuing education function.

At the 1987 NCCSCE annual meeting and conference in Pasadena, California, two additional fact finding sessions were conducted. At the general meeting, members participated in a second futures workshop. Data were gathered to reinforce

the position and potential for community services and continuing education to be preeminent in the achievement of the community college mission. What also emerged clearly from the data was the need for the community services and continuing education function to have a place in the AACJC public policy agenda to provide a national standard for incorporation into college mission statements as well as recommendations for the practice of community services and continuing education. The second fact finding session was a charrette process that led to identification of societal trends affecting community services and continuing education, issues growing out of these trends, barriers to the continued growth of community services and continuing education, and the components of this statement of mission and goals, redefined for the 21st century.

Organizational Future

The following text, policy statement, and recommendations are presented in the context of a proud history and current participative process that defines the position and potential of community services and continuing education in community, technical, and junior colleges. These documents were reviewed by a broad base of individuals and groups throughout the various stages of development. Following initial review by the 1987-1988 Executive Committee and Regional Representatives, reactions and endorsements were received to the revised documents from the NCCSCE State Liaisons, the elected 1988-1989 Executive Committee and Regional Representatives, participants at the NCCSCE Forum at the 1988 AACJC Convention, selected community college presidents, and selected members of the Commission on the Future of Community Colleges. These development, review, and endorsement procedures were designed in consultation with the NCCSCE Staff Liaison at AACJC.

Conceptual Framework for Policy

A policy prescription for the future of community services and continuing education needs to be made within the context of two vital factors: (a) the evolution of the function and an understanding of its current programmatic and fiscal status and (b) an understanding of societal trends and issues that will shape the future of our nation's education and training needs.

Programmatic and Fiscal Status of Community Services and Continuing Education

An historical perspective is useful for understanding the present role of the community services and continuing education function in our nation's community colleges. The function began as an outgrowth of the community college's mission expansion. The recognition of the importance of the community component of the college resulted in community services becoming a significant aspect of the collegiate mission during the 1960s. While it was recognized that the community commitment should permeate all areas of the college, community services was distinguished as "the cutting edge through which the college penetrates into community life and through which the total program at the college becomes increasingly more relevant to community needs" (Myran, 1969).

The unifying common denominator of the community services movement was, and is, that the function is designed to address unmet community needs and unrealized community potential. Community services range from personal development to community development services (Gleazer, 1969). The predominance of certain programs and delivery modes in specific institutions is a function of local needs and the prevailing societal issues and trends. Varying college resources—credit and noncredit offerings, day and evening courses, campus and outreach classes, programs for youth and adults—are utilized. However, certain characteristics such as flexible scheduling and off-campus programming tend to permeate virtually all community services. As is characteristic of the community services function, programs continually have responded to societal issues and trends so that in the 1960s community services were educational, cultural, and recreational services above and beyond regularly scheduled day and evening classes (Harlacher, 1969). Community use of college facilities as civic centers also became a part of the community services function.

With the explosion of information and technology, the educational component of community services broadened beyond avocational courses. The term *continuing education* was introduced. While continuing education generally encompassed the entire evening program of the college, it was also used to refer to work force training and retraining and the lifelong pursuit of knowledge. The concept of community education was introduced and was used by some to mean the community schools movement and by others as an all encompassing term for community services and continuing education. Increased recognition of the need for an informed and participative citizenry led to a focus on community development or those activities designed to enhance the quality of life in the community.

In the 1980s, the clear need for lifelong learning and the imperative of work force training and retraining coupled with the nation's need to perform effectively within the context of a world economy made community services virtually synonymous with continuing education and, to a large extent, redirected the function's focus to economic development. Thus, the scope of community services and continuing education is as broad as its program components and as divergent as the ways in which societal needs are manifested across the country.

Breadth and diversity have always been strengths of the community services and continuing education function in terms of its ability to respond to local community needs. However, they also have led to definitional confusion. Redefinition of the community services and continuing education function is needed because the terminology (a) is not universally understood, (b) carries some negative connotation because avocational programs are often viewed as marginally significant, (c) is frequently used as an all encompassing term without recognizing its distinct components and unique characteristics, and (d) is not futuristic.

A 1987 national survey of presidents and community services and continuing education administrators in 272 community colleges in 44 states indicated that over the last few years the status of the community services and continuing

education function, in terms of prominence and impact, had increased in 69% of the institutions and was maintained in another 21% of the responding colleges. In addition to the Information Age demands, other factors cited as responsible for the high status of community services and continuing education included "(a) positive public attitude toward lifelong learning, (b) increased public recognition of the importance of services provided by the community services and continuing education function, (c) existence of solid relationships with business and industry, (d) program integrity and excellence, (e) ability to provide quality opportunities at low cost, and (f) support from top-level administration" (Harlacher & Ireland, 1988, p. 4). In response to the societal needs of today, work force training and retraining is the prime area of programmatic emphasis, followed by leisure-time education and economic development activities.

At the same time the status of community services and continuing education has increased, two major trends have developed with regard to funding community services and continuing education. There is a growing mandate for programs to be self-supporting and state regulations are being imposed, principally in the area of funding (Harlacher & Ireland, 1988).

The mandate to be self-supporting is seen as the major threat to the strength of the community services and continuing education function in meeting work force and community needs. Reliance on participant fees fails to provide a stable funding base. This concern is validated by the fact that there is a positive correlation between colleges where the status of the function has decreased in the past five years and states that have imposed funding restrictions on community services and continuing education.

There appear to be three reasons why community services and continuing education is a prime target for the withdrawal of public support. The first reason, generic to community colleges, is that methods of college financing generally lag behind resource requirements resulting from the broadening of community college functions (Richardson & Leslie, 1980). The second and third reasons are specific to community services and continuing education. The programmatic dimension of some community services and continuing education courses, especially avocational offerings, when overemphasized or misunderstood, may negate the rationale for public funding. Further, practitioners have not done an adequate job in persuading those in power of the societal benefits or the excellence of community services and continuing education services and programs.

The disparity between methods of financing and the college's resource requirement is particularly acute today. Fiscal constraint coupled with the demand for educational reform tends to result in uncertain or inadequate financial support for a variety of programs and a redefining of the community college mission accompanied by a reprioritizing of its functional components.

As noted, a major philosophical tenet underlying community services and continuing education is that programs range along a continuum from personal to community development. Historically, public funding has been provided for programs designed for the public good and not just for the private benefit of individuals (Breneman & Nelson, 1981). Consequently, when major emphasis is accorded to those programs and services at the personal development end of the community services and continuing education programmatic continuum, the rationale for public support is eroded. When community services and continuing education is incorrectly perceived as addressing only the personal development needs of individuals, the case for public funding is lost.

The final reason why public support for community services and continuing education is withdrawn is because the function and its benefits are frequently misperceived or go unnoticed. Practitioners have not done an adequate job of showcasing quality, making self-evaluation visible, and disseminating either formative or summative research. Far too little has been done by practitioners and college administrators to focus on the societal value of community services and continuing education. "Our commitment to a program on an institutional focus is reflected in our financing of that program" (Cummiskey, 1969, p. ii). Recognition of the societal value of the community services and continuing education function is fundamental if a winning case is to be built for financial support from public funds as opposed to participant fees (Harlacher & Ireland, 1988).

In sum, the community services and continuing education function has evolved to the point where it is gaining in enrollment and status as it addresses the community demand for work force training and retraining, economic development, and leisure-time education. However, the future expansion and strength of the function is threatened given the growing mandate for community services and continuing education to be fiscally self-sufficient, a mandate that translates, in practical terms, to an unstable funding base.

In philosophical terms, the sincerity of a commitment to community services and continuing education as an accepted function of the overall community college mission must be questioned when that same college (district, state board, etc.) attaches the burden of self-support to all or parts of the function. No other major function of the comprehensive community, junior, or technical colleges bears this burden.

To forecast or prescribe the future of community services and continuing education, it is useful to examine the societal trends and issues that will shape the 21st century and the roles education and training are to play in addressing societal needs. This perspective is essential if the role of community services and continuing education is to be legitimized in the future. Only as we see how this community-based function is capable of addressing societal trends and issues can we determine its appropriate position in the functional hierarchy of the community college and the merit of its request for a stable funding base.

Societal Trends and Issues Impacting the Future of Community Services and Continuing Education

The literature and conversation of the public, private, and popular sectors yield abundant evidence of the vast amount, pace, and diversity of change in the world around us. A brief review of this evidence in the categories of demography, technology, and the economy supplies a framework for the trends and issues that education must address.

Demography. Demography is a most useful predictor of issues and trends because it comprises one of the few aspects of the "knowable future" (Snyder, 1984). In other words, demographic forecasts are accurate over a period of 15 to 20 years. Study of the population is also critically relevant to the issues at hand here; economic research has long asserted that human resources are a nation's most valuable asset. A review of current literature attests to a dramatic demographic implication. The work force will undergo a major change in composition and preparedness.

Aspects of this major change are of particular relevance to educators. The available pool of entry-level workers will shrink by 25% with a disproportionate minority representation. The entire work force will be increasingly comprised of women and minorities. Minorities will continue to be disproportionately disadvantaged. Of particular significance is the academic underpreparedness of both minorities and youth. Generational crowding is occurring. It is predicted that by the mid-1990s there will be 30 workers available for every mid-career vacancy. There is an overall shift to an older population. Twenty-five percent of the population will be 65 or older by the year 2030.

Technology and the Information Age. Developments in the field of technology are the driving force for future change. America is currently engaged in a 20- to 40-year period of transformation, the impact of which is equal to that of the Industrial Revolution that encompassed an entire century (Snyder, 1984). The first aspect of this transformation is the world-wide restructuring of manufacturing dominated by the USA and Japan; the second aspect is the creation of the Information Age.

Both aspects emanate from the well-documented phenomena of incredibly rapid development in such fields as computers, robotics, CAD-CAM, medicine, electronic communications, and chemical and other material inventions. The way goods are produced, the array of available products, and the capacity to link human and physical resources together is unprecedented in human history.

Two significant lessons for educators arise from the impact of manufacturing technology. As much as 50% of the investment necessary to introduce and convert to new technologies is consumed by the training of new workers and retraining of the current work force. The work week will shrink to an average of 25 hours by the year 2000 and thereby impact the use of leisure time. On the positive side are the opportunities for cultural enrichment and civic involvement. On the other hand is the potential for negative use of leisure time: the misuse of drugs and the extravagance that erodes our natural resources and ecological systems.

Two equally powerful lessons emerge for educators from the creation of the Information Age. The business of the world is conducted internationally, made possible by the instant transmission of greater amounts and more diverse data than ever envisioned by previous generations. Knowledge becomes the major commodity of the Information Age resulting in a learning society in which "education beyond the high school is moving from a full-time commitment for four years to a part-time commitment for 40 years" (Harlacher, 1988, pg. 7). Real concerns arise from these lessons. Who will provide the training to keep up with the Information Age technology? How will the training be provided? Who will help the functionally illiterate adult population that cannot yet participate in even the most elementary opportunities for learning and social interaction?

Economy. The need to increase productivity and maintain world economic position are central concerns of public policy. These economic realities provide a major lesson for educators. There is a need to effectively recycle 15-20 million skilled blue collar, technological, and professional employees who will lose their jobs due to improved productivity. Education must make a conscious and specific transformation to achieve the remediation of the low-skilled, the reskilling of the current and dislocated workers, and the incorporation of disadvantaged and special populations into the work force. The effective educational mode for a strong economic future is one that prepares participants for change; it is one that meets the human resource requirements of a rapidly evolving, information-based, high-tech economy.

Policy Statement of the National Council on Community Services and Continuing Education

Given the societal needs and issues that characterize the Information Age, lifelong learning is essential. Optimal learning can occur through a dual approach to education that enhances traditional modes and generates additional ways for a significant portion of learning to occur. It is an approach based on the premise that education and its institutions need to respond as well as to prescribe. This policy statement addresses this dual approach through a redefinition of community services and continuing education.

In an effort to determine the role of the community services and continuing education function in the future, three possible scenarios have been examined. Community services and continuing education will remain much as it is today except it will have to operate as a self-supporting business enterprise. Many programs will disappear given jurisdictional disputes and fierce competition; only the best ones will survive. Or, it will be absorbed into the very fiber of its community college, emerging as an important model for performance-oriented, community-based lifelong learning (Feuers, 1985). It can be seen in the 1988 AACJC Public Policy Agenda that the initiatives, programs, and target populations served by community services and continuing education are dispersed throughout the entire community college mission.

THE NATIONAL COUNCIL ON COMMUNITY SERVICES AND CONTINUING EDUCATION ADVOCATES A NEW SCENARIO THAT ASSERTS THAT COMMUNITY SERVICES AND CONTINUING EDUCATION (A) BE DEFINED IN TERMS OF THE APPROACH TO EDUCATION NECESSARY TO ENTER THE INFORMATION AGE OF THE 21ST CENTURY, (B) BE A MAJOR DISTINCT INSTITUTIONAL FUNCTION, AND (C) BE PROVIDED A STABLE FUNDING BASE.

Definition

Community services and continuing education is that community college function that goes beyond traditional transfer, vocational, and general education to effect lifelong learning of the general citizenry. Entrance into traditional programs is accessed through assessment testing, and progress

through the pattern is institutionally prescribed. In contrast, the individual's level of functional effectiveness in society defines where the educational process known as community services and continuing education is entered and the type of educational interaction that is beneficial.

Community services and continuing education has as its major components civic literacy, work force training and retraining, cultural enrichment, and community resource development. All courses, programs, and activities provided to implement the various components have as their objective imparting knowledge, developing skills, or clarifying values. The approach or delivery mode is one that enables the citizenry to access quality programs and needed competencies any time, any place, and in a format that blends education with work and leisure time pursuits throughout life. Implementation is achieved through experimentation and community collaboration in the broadest sense of community, within and outside the institution.

Institutional Function

Building communities is accepted as the vision and rallying point for the future of American community colleges with accountability for this effort assigned to college presidents under the direction of their local boards of trustees (American Association of Community and Junior Colleges, 1988). Responsibility for implementation is vested in the major college functions. Given that lifelong learning is also espoused as an essential ingredient of the mission of building communities, it follows that a major distinct function of the community college be designated this responsibility. The National Council on Community Services and Continuing Education affirms that leadership of this major function and mission is the province of community services and continuing education.

Community services and continuing education is best positioned to provide this leadership for the following reasons. First, it is characterized by a quick response system that recognizes opportunities and designs experimental programs. Second, it has demonstrated successful strategies for building effective partnerships, accessing the adult learner, and providing innovative delivery systems. Third, it has experience in reaching and serving a clientele that is often comprised of the disadvantaged, minorities, women, unemployed, underemployed, single parents, elderly, and working adults. Finally, community services and continuing education through its community connections and collaborative successes can enlarge the community of other major college functions.

Funding

Historically, public funding has been provided for those educational programs and functions that are accorded high societal value or seen as serving the public good. The 21st century definition of community services and continuing education clearly signifies that this function addresses current and future major societal values and national priorities. Consequently, a stable funding base both in the public and institutional domains will reflect commitment to these values and priorities and enable community services and continuing education to meet the specific and necessary lifelong learning needs of the future.

Recommendations

To advance the foregoing policy statement, recommendations are made for the American Association of Community and Junior Colleges; educational policymakers; community, technical, and junior colleges; community services and continuing education professionals; and the National Council on Community Services and Continuing Education.

American Association of Community and Junior Colleges (AACJC)

Given the April 1989 adoption of this policy statement by the AACJC Board of Directors, it is recommended that the AACJC provide leadership that will give evidence of support for community services and continuing education, to include:

- inclusion of a plan in the 1990 Public Policy Agenda that specifically addresses the community services and continuing education leadership role;
- inclusion of community services and continuing education policy orientation in Presidents Academy, ACCT events, and other AACJC-sponsored training sessions;
- promotion of the role and function of community services and continuing education as important in initiating and implementing an educational delivery system that meets lifelong learning needs and specifically addresses existing and emerging societal issues;
- assumption of leadership in national and state governmental processes that will result in stable funding for community services and continuing education;
- assumption of leadership in calling for nationwide reporting of data on community services and continuing education; and
- identification of national research and demonstration projects relating to community services and continuing education.

Policymakers

It is recommended that legislators:

- establish a stable funding base for community services and continuing education, and
- call for research and data on community services and continuing education.

It is recommended that government, education, and private sector policymakers:

- appoint community services and continuing education leaders to boards and commissions that develop education, economic, and social policy, and
- promote the community services and continuing education function as an appropriate educational delivery system for economic development, retraining, civic literacy, and conversion to the technology of the Information Age and service economy.

Community, Junior, and Technical Colleges

It is recommended that college leadership:

- include specific mention of the community services and continuing education function in the institution mission statement, and
- support the national policy statement by providing:

1. adequate resources for community services and continuing education;

2. professional development of community services and continuing education personnel; and

3. involvement of the chief community services and continuing education administrator in institutional decision making and policy development.

It is also recommended that college leadership:

- utilize community services and continuing education as a vehicle for building communities through innovation, experimentation, and collaboration.

Community Services and Continuing Education Professionals

It is recommended that community services and continuing education professionals:

- ensure local institutional implementation of the national policy statement; and
- ensure excellence in community services and continuing education to include:

1. creation of programs and services that reflect the definitional component of the policy statement, and

2. validation and dissemination of data attesting to quality of programs and services.

It is further recommended that they:

- pursue professional development opportunities to include:

1. contributing to the literature, making presentations, and facilitating professional activities;

2. serving on boards, committees, and commissions that address public policy and lifelong learning;

3. pursuing knowledge and experience related to instructional technology; and

4. affiliating with professional groups that promote community services, continuing education, lifelong learning, and adult education.

National Council on Community Services and Continuing Education

To build a strong community services and continuing education professional community, it is recommended that the NCCSCE:

- establish a formal commitment to policy advancement that includes:

1. identification of a policy leadership team,

2. a dissemination strategy,

3. systematic advocacy,

4. representation on significant national committees and boards, and

5. linkages with policymakers.

It is also recommended that the NCCSCE:

- continue to publish the *Community Services Catalyst* as a primary vehicle for policy advancement and implementation;
- encourage and commission community services and continuing education research projects;
- establish collaborative relationships with professional groups whose mission and practice are consistent with NCCSCE; and
- continue to provide professional development through annual national conferences, regional conferences, and special policy advancement activities.

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POLICY STATEMENT

AMERICAN ASSOCIATION OF COMMUNITY AND JUNIOR COLLEGES

COMMUNITY SERVICES AND CONTINUING EDUCATION

Community services and continuing education have become increasingly important in the wake of the growing demand for workforce retraining and lifelong learning in an Information Age. In its recent report, Building Communities: A Vision for a New Century, the Commission on the Future of Community Colleges made the following case for this part of the mission of community, technical, and junior colleges: "We conclude that for many workers, learning will be lifelong. It is unrealistic to think that young adults can be trained in skills that will serve a lifetime. And the master plan of every community college should creatively respond to its essential role of training and retraining the vital workforce on which the nation's prosperity will depend."

Too often, however, policy makers incorrectly assume that this important community college function yields only personal benefits without contributing to the public good. As a result, its importance is diminished and the case for public funding is lost. All too frequently offered on a self-supporting basis without appropriate recognition of value from the college's policy makers, community services and continuing education are left without a stable funding base and are considered the "frills" of the education program.

This dual burden of self-support and continual need to prove validity—imposed on no other community, technical, or junior college function—seriously threatens the future expansion and strength of community services and continuing education, thereby limiting the ability of our colleges to meet the lifelong learning needs of the modern postindustrial society. AACJC joins with the National Council on Community Services and Continuing Education in calling for a redefinition and reemphasis of this vital educational role. Today's education and training needs require a community services and continuing education program that:

1. is defined in terms of the education required by individuals in the information age;

2. encompasses a distinct institutional function that is recognized in college mission statements; and

3. rests on a stable funding base.

DEFINITION

Community services and continuing education programs encompass that community college function which goes beyond traditional transfer, vocational, and general education to effect lifelong learning of the general citizenry. Individual needs, and not institutional prerogatives, are key. For example, entrance into traditional programs is determined by student performance on institutionally prescribed assessments, and progress through the program is measured against institutionally prescribed performance standards. In contrast, the point of entrance into the educational process called community services and continuing education is determined by the individual's level of functional effectiveness in society. In addition, individual needs determine the type of educational interaction that will be most beneficial.

The major components of community services and continuing education are civic literacy, workforce training and retraining, cultural enrichment, and community resource development. All courses, programs, and activities provided within each of these components must be educative; their overall goal is to impart knowledge, develop skills, and clarify values. The general approach or delivery mode should be one that provides citizens with access to quality programs at a variety of places and in a format that blends education with work and leisure throughout life. Implementation is achieved through experimentation and broad community collaboration involving constituencies both within and external to the institution.

COMMUNITY SERVICES AND CONTINUING EDUCATION AS A DISTINCT INSTITUTIONAL FUNCTION

The Commission on the Future of Community Colleges asserts that "building communities" should be the vision and rallying point for community, technical, and junior colleges. Because lifelong learning is essential to the development of community life, and thus to the overall mission of the college, it should be recognized as a distinct institutional function. AACJC and the National Council on Community Services and Continuing Education assert that leadership for this function falls within the province of community services and continuing education departments. There are three compelling reasons for this:

1. Community services and continuing education programs are characterized by a quick response system that recognizes opportunities and designs experimental programs as needed.

2. The history of community services and continuing education is marked by the development of successful

strategies for building effective partnerships that provide the innovative delivery systems needed by adult learners.

3. Community services and continuing education professionals have experience in reaching and serving a nontraditional clientele that includes minorities, women, the unemployed, the underemployed, single parents, the elderly, and working adults.

FUNDING

Historically, public funding has been provided for those educational programs and functions that are accorded high societal value or are seen as serving the large public good. Given the growing demand for lifelong learning emerging in the information age, community services and continuing education clearly address societal needs and national priorities. Consequently, a stable funding base both in the public and institutional domains will reflect commitment to these societal priorities and enable community services and continuing education to meet the educational needs of the future.

RECOMMENDATIONS

In order to strengthen community services and continuing education, AACJC and the National Council on Community Services and Continuing Education make the following recommendations for community service professionals, for policy makers, and for college chief executive officers.

A. It is recommended that community services and continuing education professionals:

1. create programs and services that reflect the definition of community services and continuing education outlined in this policy statement;

2. validate and disseminate data attesting to the quality of programs and services;

3. foster professional development through such activities as:
   - contributing to the literature or making presentations at professional meetings;
   - serving on boards, committees, and commissions that address public policy affecting lifelong learning;
   - keeping up with instructional technologies;
   - affiliating with professional groups that promote community services, continuing education, lifelong learning, and adult education.

B. It is recommended that legislators and other policy makers:

1. establish a stable funding base for community services and continuing education; and

2. call for research and data on community services and continuing education.

C. It is recommended that community, technical, and junior college chief executive officers:

1. include specific mention of the community services and continuing education function in college mission statements;

2. provide adequate resources for community services and continuing education;

3. support professional development activities undertaken by community services and continuing education professionals; and

4. involve the chief community services and continuing education administrator in institutional decision making and policy development.

This policy statement of the AACJC Board of Directors has been developed from "The Continuing Mission and Future Role of Community Services and Continuing Education in Community, Technical, and Junior Colleges," a policy statement by the National Council on Community Services and Continuing Education, an affiliate council of AACJC.

Adopted by the AACJC Board of Directors, March 1989

national council on community services & continuing education

STRATEGIES FOR POLICY IMPLEMENTATION

I (we) request that the NCCSCE provide follow-up contact to discuss the possibility of assistance with policy implementation at the local level.

Name: _____

Title: _____

College: _____

Address: _____

_____

Phone: _____

Regarding the following type of assistance or expertise:

I would like to obtain:	I could provide:	
_____	_____	Conference presentation focusing on policy statement.
_____	_____	Organizing and/or presenting a local or regional workshop that would specifically address policy implementation strategies.
_____	_____	Consultant service in which NCCSCE leadership would meet with local college administration and/or Board and/or other local policymakers or accreditation agencies.
_____	_____	Letters/articles for newsletters or other publications.
_____	_____	Assistance in organizing research studies that would provide data attesting to the value and quality of programs and services.
_____	_____	Program evaluation techniques and/or consultation.
_____	_____	Other (Please specify) _____

_____

_____

RETURN THIS FORM TO: DR JACKIE IRELAND
DEAN OF INSTRUCTION
LOS ANGELES CITY COLLEGE
855 NORTH VERMONT AVE
LOS ANGELES CA 90029

national council on community services & continuing education

NCCSCE POLICY STATEMENT IMPLEMENTATION

PROGRESS REPORT

Name: _____

Title: _____

College: _____

Address: _____

Phone: _____

This report relates specifically to progress:

_____ at a college

_____ within an entire college district

_____ at the state level

Briefly summarize progress made/action taken:

RETURN THIS FORM TO: DR JACKIE IRELAND
DEAN OF INSTRUCTION
LOS ANGELES CITY COLLEGE
855 NORTH VERMONT AVE
LOS ANGELES CA 90029

Note: This report is a part of the feedback to the ongoing policy statement dissemination effort of the NCCSCE and may be submitted whenever progress is made or action taken. Reports will be selectively referenced or printed in NCCSCE publications.

ERIC Clearinghouse for Junior Colleges SEP 29 1989